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ABSTRACT

This book reviews pertinent theories about writing in English, English as a Second Language (ESL), and foreign languages for teachers at secondary and postsecondary levels, to provide insight into the teaching and learning processes. Five hypotheses about the nature of foreign language (FL) writing serve as points of departure for analyzing writing, developing classroom approaches, and identifying issues for further exploration: (1) writing competence is general, not language-specific; (2) the FL writing process differs from the native language writing process; (3) computer-aided writing enhances the FL writing experience; (4) correcting and evaluating FL writing are complex tasks that address the entire writing process; and (5) teaching FL writing is effective at all levels of language study, even the earliest, and should be conducted in all discourse models (narrative, descriptive, expository, argumentative). Case studies are included for illustration. The American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines are appended, and book contents are indexed. (MSE)

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